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ABSTRACT

Objectives of this program are to provide health services, foster emotional development, plan for educational growth as a developmental and purposeful process, and encourage parent participation. Children receive medical and dental examinations and care. Social workers serve as liaisons between school, home, and community for recruitment and follow-up parent participation. A parent program includes a recruitment meeting, followed by semi-monthly meetings to explain and show video tapes of their children in the program. Parents are encouraged to reinforce learned skills at home. The physical activity program stresses basic skills at home. The physical activity program stresses basic motor skills and physical growth through structured activities. Medical examinations and speech screening identify speech problems and are a basis for determining a program suitable for each child. The school's resource center contains manipulative toys, play equipment, books, a professional library, and facilities for planning and training purposes. A nutritionist plans menus for breakfast, snack, and lunch at the center, and mealtime is considered learning experience. Appendixes include program goals, a teaching guide, evaluation records, a faculty schedule, and assistant teachers' duties. (DR)

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THE ADVANTAGED

A Preschool Program for the Disadvantaged

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Our cover is a spontaneous classroom painting by Tuscumbia Head Start student, Maury White, whose name is included in his work.

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PREFACE

The value of any program guide is largely determined by the way the user interprets its meaning and is able to utilize the information. Some educators view manuals and guides as restrictive documents to be followed in toti. Others perceive them as a source of ideas and direction, to be enlarged upon and altered to fit the situation. This publication is intended to be viewed in the latter sense. It is not a final publication because program changes will be instituted before it leaves the press. It does provide structure, but it is not structured in the sense that one should attempt to do all of the things listed in the month-by-month teaching guide and other sections of this publication. There certainly is no intent to suggest that cognitive areas be taught in a formal, stereotyped way. These guides merely suggest some content which may be taught in an appropriate way, at an appropriate time.

The uniqueness of the program described lies not in the originality of any of its parts but in the way its parts are woven into a whole. It does not copy any given program in existence but it does draw from ideas originated in other programs. Perhaps you will recognize some of these. Other ideas you will find to be original.

Many months of hard work have gone into the formulation and operation of the pilot pre-school program described herein. Involved were many "Second Milers" who are still willing to go another mile. Among these, and certainly the one who kindled fires and opened doors, is Jack H. Vardaman, Superintendent of the Tuscumbia Public Schools. The talented and keenly perceptive Virginia Clark, as Head Start Director offered unprecedented leadership. Mary Frances Webb, Jeanie Finnell, Alma Pearsall, Ann Carmichael, Olivia Wages, Sarah Brenneman, Ola Mae Moorman, Elizabeth Patton, Virginia Reed, Lorraine Roach, Modene Warren, Ernestine Carter, Sandra Finch, Willie Hogan, Leigh Pyle, Betty Smith and Ellen Ricks have all made significant contributions. Special appreciation is extended to Dr. Lula Way who assisted in many aspects of the program as well as in the preparation of this publication, and to Mayedele McKelvey who, in addition to her many other contributions, read the manuscript and offered valuable criticism and suggestions.

Brandon B. Sparkman, Director
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Introduction

In any social arrangement worthy of the name civilization, there is always something of a crisis of values. This crisis in the most realistic sense is reflected in how we think about and set into motion ways of dealing with extremes in our society - the very old and the very young, the very rich and the very poor, the very schooled and the very unschooled. In almost any way you wish to look into these separate social items, an alert, sensitive person can read into the captions a major theme - Head Start!

Head Start deals with the young, the economically and culturally deprived and the unschooled. Its program desires not to rob the young of childhood pleasures but to so arrange the environment that childhood is filled with joy. This joy is to be measured by success in doing one thing after another until the sheer excitement of learning becomes its own reward. The program deals with the disadvantaged child. It seeks to halt his meeting continuous failure, which lowers his already low self-esteem, with a series of structured experiences that bring him a sense of accomplishment about his efforts to reach his potential. This self-image can then spur him on to appropriate from his school experiences the learnings that can let him be glad to live and perform the developmental tasks with dignity equal to his adeptness. Head Start is concerned with the child before formal schooling.

If formal schooling is begun before self-esteem has been inwardly mirrored to to him, then the chances for his success in formal reading, writing, and arithmetic become lessened. This is particularly true of the Head Start child. For him it is a crisis. For the regular public school teacher with more than twenty children to teach and care for, he is a trial. And for the ordinary citizen looking at his school performance, he is a potential school drop-out before high school graduation. The whole program is as simple as that- promote physical growth, keep the learning environment and the people who teach vital to joyous cognitive functioning and allow positive conditioning to take root and grow in each child. Having accomplished this, the child is then in an advantageous position to make his **crisis of values** work **for** him. The matter of choosing wisely in order to feel good and the matter of success after wisely making a choice, allow him to stand tall with human dignity - and that dignity is reward enough in and of itself!

As the Head Start permeates the community one cannot agree with Fredrick Winsor when in his book entitled **Mother Goose for the Space Age Child,** he quipped:

> Probable Possible, my black hen,
> She lays eggs in the Relative When.
> She doesn't lay eggs in the Positive Now,
> Because she's unable to Postulate How!

Tuscumbia's Head Start faculty and staff not only Postulate **How** in the **Positive Now,** they Postulate Success in the **Relative When**--when these youngsters now learning in a climate of understanding are enrolled in our public schools.

SECTION I.
PROGRAM DESCRIPTION

History

Tuscumbia's Head Start program had its incubation period as a two months summer project in 1966. It was then, and is now, funded by the Office Of Economic Opportunity as a part of the over all governmental assist to people with marginal or sub-marginal family incomes. In December of the same year ninety children from low-income families were accepted for a twelve month program. Since inception of the program, two hundred and seventy children have had a Head Start faculty and staff working in a renovated elementary school trying to meet the physical, emotional and the educational needs of Tuscumbia's four- and five-year olds who, by governmental standards, are culturally deprived.

Facilities and Staff

The renovated school building provides six spacious classrooms, a gymnasium, woodworking shop, resource center, cafeteria, nurse's headquarters, and parents' room. The professional staff consists of a director, parent coordinator, nurse, nutritionist, social worker (part-time), six teachers, six assistant teachers and a special teacher who directs the resource center and teaches classes in speech and motor-muscular development to all the children in the center.

Health Services

There are very thorough and, when warranted, recurring medical and dental examinations. Recording the results of the examination, however, is not enough. Extensive follow-through steps are taken by the nurse and/or the social worker to see that parents understand the necessary "home treatment" in order to keep good health an ongoing activity in the home. This fine home-doctor cooperation is augmented by keeping the teacher informed concerning the child's health needs. This is accomplished in the Head Start Staff Conference - a regular item on the weekly agenda. As an integral part of the cumulative record, the successive recording of height, weight, dentition sequence and status, eye and ear evaluations, along with noted deviations and what is being done about them, also goes on the health record kept current by the nurse. Here it would be appropo to say that many of these children show outward signs of undernourishment. Believing that before emotional and educational experiences can be helpful and challenging the child must be nutritionally ready, these children are served a substantial breakfast, a mid-morning snack and a well balanced lunch. So, with medical and dental attention, with home follow-through treatment, with teacher directed health activities, with nutrition well cared for and with the understanding of the staff nurse, social worker, and parent coordinator, each child comes to feel that his physical well-being is important and that he, in turn, must pay attention to his own well-being.

Emotional Development

The emotional growth parameters of this Head Start effort are not so easily defined. Emotional status tones or overtones might be categorized as: shy or bold, withdrawn or overbearing, cautious or headstrong, anxious or placid, accepted or rejected, active or passive, submissive or bossy. These are outward expressions of inward feelings as one acts and reacts to people and situations. Head Start four- and five-year olds are likely to be on the **too** side of the act. They may be too shy or too bold, too anxious or too placid. One can see readily why this is so. The general lack of attention from the child's elders in assisting him to temper his behavior leaves him to his own devices. And, since he has no experience upon which to base his needed behavior, he resorts to extremes. He does not learn modera-

tion. Head Start teachers and assistants spend hours determining the emotional needs of each child. They follow-through by setting up or seeing through situational activities that can strengthen and support the child's emotional needs to the end that he may be joyously and acceptably uninhibited in responding to his own behavior needs. He can then accept the developmental tasks with control and dignity.

This emotional growth is dealt with individualistically; it is championed by sensitive, innovative and supportive actions and reactions of every member of the faculty and staff at Head Start. It is planned for and shared, as evidenced by the Personal Code of Ethics developed by the staff. It is clearly geared to the betterment of child, parent and each other. Together they surmount the emotional difficulties of these four- and five-year olds, hoping that ensuing emotional strains can be self-sustained. The outsider, with eyes to see, sees this emotional strength as he watches a child lean on the teacher as she reads a story. Sees it as the teacher urges a not-so-sure child to do what she knows the child can do and then when the task is accomplished, smiles and says well done. Perhaps the emotional growth parameters could rightly be named Will Start!

Cognitive Content

The educational growth aspects of Head Start are not so difficult either to identify or to evaluate. By examining the **Goals and Curriculum** section (See Appendices I, II and III), one can note both the scope and the sequence involved in the activities in areas that are indeed academic. The Tuscumbia Head Start staff and faculty believe that if behavior patterns are expected to change, the process must be developmental, sequential and purposeful. In the long haul the training must produce behavior that is self-actuating, socially acceptable and clearly exciting and challenging! The following is an example of how these purposes are augmented in the area of the language arts. Based upon Bereiter and Engelmann's research that states:[1]

> ***Evidence was cited that suggests that the lack of concrete learning has relatively little to do with the intellectual and academic deficiencies of disadvantaged children and that it is the lack of verbal learning, in particular, the lack of those kinds of learning that can only be transmitted through children to adults through language, that is mainly responsible for these deficiencies. Thus there is justification for treating cultural deprivation as synonymous with language deprevation.***

Premised on this research and imbued with the models set forth by Piaget and Montessorri, a first order directive concerns developmental language sequences for every child. Situations to generate stimuli to listen are presented. If the child finds listening too great a chore, then all the non-classroom staff is brought in on a case conference to postulate what causes this inability to listen. Perhaps there are physical reasons. If so, the nurse and social worker are called upon to suggest what help should be forthcoming. After due consideration a plan becomes operative and alleviation is accomplished. Then back to listening and re-evaluating until the child can accept listening as "fun" and as a learning experience.

The next likely step is articulation. What the child says in response to listening depends upon the storehouse of experience from which he can speak. Usually a Head Start child has not had experiences that make him a likely candidate for school listening. If he does respond, his responses are likely to be in monosyllables, while other four- and five-year olds might quickly respond, not only to indicate that they know, but are likely to rattle on ... "and I know another ... ". So the teacher and the assistant begin working on verbalization.

[1] C. Bereiter and S. Engelmann, Teaching Disadvantaged Children, Englewood Cliffs, N.J.: Prentice Hall, 1966, p. 42.

Each progressive response from the child is rewarded in some small way -- usually by a reassuring smile or other intrinsic reward.

After articulation is accomplished there may follow any one of many activities that may cause verbalizing to blossom. Acting out, role playing, puppetry, saying a story into the tape recorder and listening to his recorded voice are but a few of this type of activity. If trouble in articulation is noted then speech therapy is begun either individually or in small groups under special staff assistance. The jump from articulation to sight recognition is usually bridged by sharing time. And when there is common articulation about common experiences then the teacher transfers the verbal common element to a chart. If the common verbalizations concern, let us say, "pumpkin" then the child may be able to transfer the saying of the word to the symbolization of the word on the chart. The teacher will probably further strengthen this probable transfer by placing a likeness of the pumpkin close to the symbol. Pumpkin is an easy symbol if a child has seen one or better yet, has seen one in its natural growing state. Likely, the teacher will see to it that the child sees a real pumpkin. She may even take the children on a field trip to see where it grows (Head Starters do a good deal of field tripping).

For much of the realia of learning experiences, the resource center offers an almost unending supply of things to actually handle and touch (kinesthetic experiences are very much a part of learning). And if the real thing cannot be produced from the resource center, a film or filmstrip or an opaque picture can. After some or all of these experiences the child conceptualizes pumpkin and most five-year olds will recognize its symbol after several confrontations with the real thing labeled or a picture of it labeled. He may now wish to show that he has the concept. Thus the teacher makes available several media through which he may do so. Here are tempera paints, large sheets of newsprint and brushes. At another place there may be clay -- soft and pliable. He reproduces a symbol of his own and usually he will try to label it, thus writing is begun.

For the child who has trouble at this stage of learning, inquiry into his eyedness and handedness is made. If he is in need of spatial, directional or lateral help, corrective and practical help is planned. This training may very well require the assistance of the resource center specialist. If she does not have the exact material the child needs to give him practice, she and the teacher will plan out and produce such practice material as the child needs.

Thus a child moves step by step, at his own rate and on his own set of experiences to realize that language is only that which may be listened to, spoken about, written about and indeed, read about with pleasure and satisfaction.

In the early months of the program, the Tuscumbia Head Start faculty and staff members found that this kind of a structured learning sequence for every child requires each staff member to know what the other is doing all day the entire nine and one-half months of the term. Though the children attend only one-half day, faculty planning time, faculty and staff conferences and carefully planned in-service training are in order for the remainder of the eight-to-four school day.

Each year these children are tested by a team from the University of Alabama. Evaluation to date show that children enrolled in this program for a year or more make tremendous strides in their physical, emotional and mental growth. The examining psychologists feel that consistently the children "changed considerably in their ability to socialize and communicate".

Parent Participation

Parents are involved in this ongoing program. Some serve as volunteers on field trips and some make manipulative materials for the child's homework. Classes in homemaking and sewing are taught in the parent's conference room by Home Extension volunteers, the nutritionist, and the parent activities coordinator. Probably the most effective parent participation aspect of the program is the use of closed circuit television which enables parents to observe their child's behavior in the classroom. Subsequent discussions between the parent coordinator, the teacher and the parents, with particular emphasis being given to the parents' viewpoint and suggestions, usually assure better performance from the child.

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SECTION II.

SPECIFIC ASPECTS OF THE PROGRAM

MEDICAL PROGRAM

Recognizing that children cannot perform their best work when they are not well, Tuscumbia Head Start health services have been designed to meet the unique needs of each child enrolled in the center. For many children this is the first time they have seen a doctor, dentist or nurse.

The program director and the registered nurse who serves the center as Health Service Director work closely in planning the health program. Early in these planning sessions efforts are made to involve community professionals and their organizations. Such involvement insures that the health program is tailored to the needs of the children and utilizes the resources available in the community without duplicating existing service organizations. Early involvement also fosters continued support.

For a meaningful health program and for reporting purposes three types of records are kept: (1) individual health records for the children, (2) financial records, and (3) administrative records.

Medical data is acquired as soon as possible after the child enrolls in the Head Start Program. Home visits to interview parents are an important source of health information. Teachers' observations and past medical care are recorded. A great deal of repetition and unnecessary concern may be avoided if these records are obtained before the physician performs his complete health evaluation.

Screening tests are carried out for all Head Start children as follows:

1. Head Start children are measured for weight and height at the beginning of the program. These measurements are recorded on an individual graphic form and health record prior to the evaluation. Children are measured for height and weight monthly thereafter for the entire period they are in the program. A beam balance scale is used for these measurements.

2. Vision screening is done by the school nurse using a Keystone Telebinocular. The Keystone preschool survey test is given to all Head Start children. Children who fail on the 20/40 line after retesting are referred for further evaluation to an ophthalmologist or optometrist.

3. Aud testing is done by the school nurse using a Zenith VASC Audio-Model ZA-4. A child is considered to have failed the screening test if he fails to hear two or more tones in one or both ears at a level of fifteen decibels. Children are referred to the family's physician or Head Start pediatrician for further evaluation after retesting and failing on a second trip.

4. Speech screening is done by individual teachers in the Head Start center by making notes on any children in their class whose speech is substantially different from that of the average Head Start child. These observations are made available to the physician at the time of his examination of the ears and palate, and he may be able to give advice as to whether the speech pattern is normally immature or is pathological.

5. Tuberculin testing is done through the local Health Department. A child with a positive tuberculin test is referred to the family's physician or the Head Start pediatrician for complete evaluation and care.

6. Screening for anemia and a urinalysis is done at the time the child receives his medical examination. Any necessary treatment is prescribed by the physician at this time if abnormalities are found.

The nurse, social worker and teacher augment the value of the physician's interview by discussing his recommendations with the parents. A home visit at this time can very well serve to clear up problems and

If possible parents accompany their child at the time he is examined by the doctor. This interview is one of the main sources of health education for parent and child. It represents the most powerful tool for persuading parents to obtain needed health care for their children. At the end of the examination the physician can fully explain his findings to the parents.

provide for a follow up plan.

Priorities are set to establish which health defects should have first call on the limited financial and professional resources available in any community. All of the facilities in the community which can be brought to bear on the health problems of Head Start children are mobilized.

The Head Start health service director assumes responsibility for assuring that all health defects discovered actually receive competent and continuing care.

The health of each member of a family is important to the health of others. A Head Start child's health is not secure if he is living in a family with unsolved health problems. During their interview with parents, Head Start personnel may identify health problems in other members of the family. While Head Start cannot pay for direct services to these family members, the health staff can help them find appropriate services of health care and can aid them in obtaining funds for services.

The health and safety of children and staff is assured by attention to the physical arrangement of the center, the furnishings, the variety of play equipment chosen and the procedures for maintaining the center. All facilities meet local and state health and safety regulations.

The health director outlines measures to be taken in case of an accident or medical emergency at the center. An adequate supply of first-aid equipment is on hand to care for true emergencies and for minor cuts, bruises, insect bites and burns.

Every child is given the opportunity to be completely immunized against the following diseases: diptheria, pertussis or whooping cough, tetanus, polio, smallpox, and measles. The immunization status of each child can be determined from parents during the initial interview or from health department records.

The majority of the children entering the Tuscumbia Head Start program have had no dental care in the past and show the effects of such neglect.

The health service director, in consultation with the Head Start dentist, serves as dental director.

Children are prepared for their first visit to the dentist through activities and discussions in the classroom and efforts are made to convince children and parents of the importance of good health.

All children are taken to the Head Start dentist as soon as possible after they enter the Head Start program. Children receive dental care as needed:

1. Oral examinations
2. Oral prophylaxis
3. Restoration of cavious teeth
4. Extraction of non-restorable teeth
5. Any other services required for relief of pain or infection

The Head Start dentist provides chairside dental health education for the children by informally talking with each one while he is actually performing dental care. Ideally, parents should accompany their child and share in this aspect of their dental education.

After all the children have visited the dentist, the cooperation of the parents is usually obtained in a follow up program. An informal discussion on dental health and how it relates to young children is discussed by the school nurse in one of the parent meetings. This is followed by a question and discussion session by parents and nurse. Toothpaste, toothbrushes, and paper are distributed for parents to make and decorate a calendar for their child to mark with a gold star each day he brushes his teeth. This stimulates interest among Head Start children in the home.

SOCIAL SERVICES

Recruiting prospective students for the program is one of the primary functions of the social worker. This is an all-year process, rather than a once-a-year limited time for taking applications. Although newspaper notices and radio announcements are good media for explaining the program and informing parents of the opportunity to make application for their child to attend Head Start, it has been found that home visitation is the best means of reaching the children who are eligible. Names of prospective students are obtained from the school census, welfare rolls, siblings in area schools, PTA's, and door-to-door visits in low-income housing areas.

At the initial interview, the social worker explains the program to the parent(s), obtains a brief family history, and observes the social environment. The family information is confidential, but the social worker's observation of the family can be helpful to the teacher in helping her to understand her new pupil.

Throughout the school year, the social worker is a liaison between the school, home, and community, explaining and executing any needed referrals. Some of the referral resources used by the center are:

Salvation Army (clothing, Christmas baskets, emergency food and fuel)

Lions Club (eye examinations and glasses)

Alabama Sight Conservation Association (eye examinations, corrections, and treatment)

Kiwanis Club (tonsilectomies)

Crippled Children's Service (skeletal, hearing, heart defects and hernias)

Health Department (immunizations, well-child clinic)

School clothing depository (donations of used clothing)

Vocational Rehabilitation Service (for rehabilitation of employable adults)

State Employment Service (job opportunities for adults)

Department of Pensions and Securities (financial and social services for families)

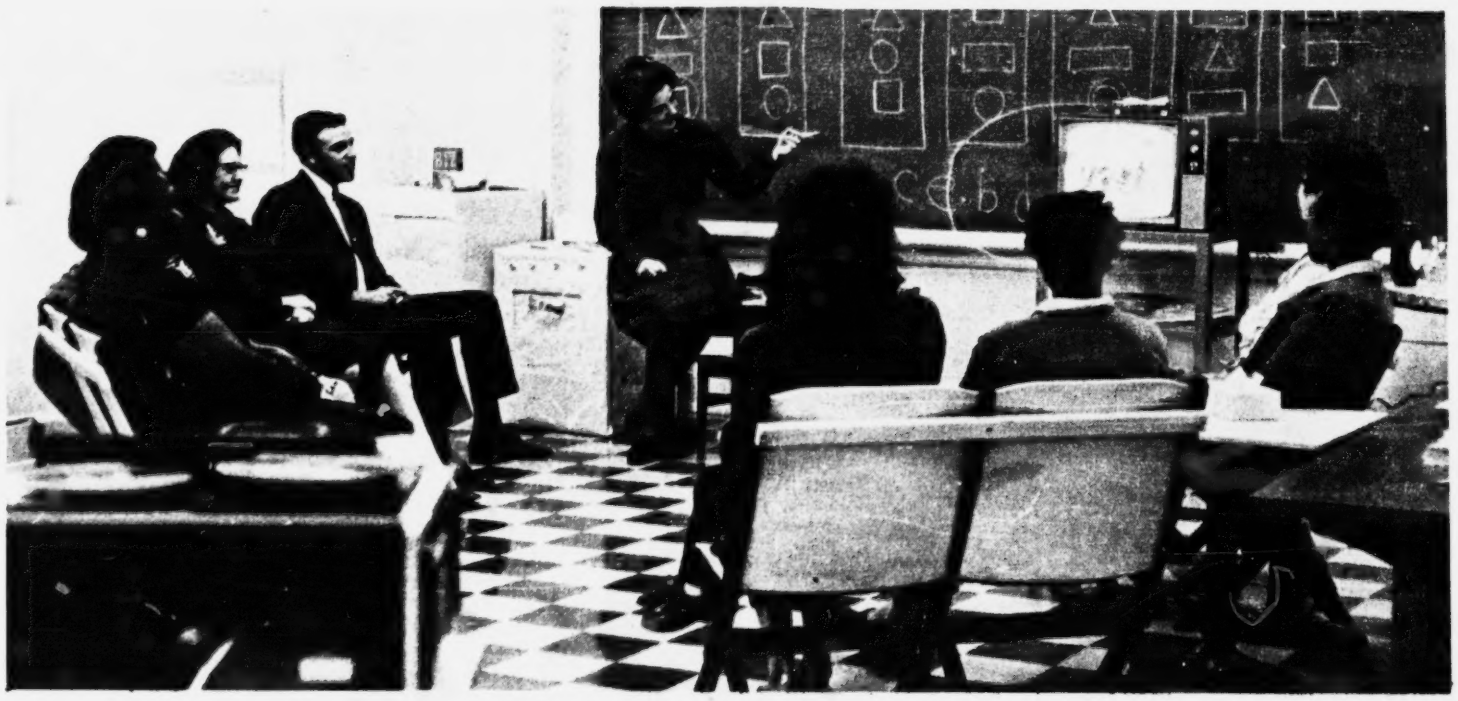
Mental Health Center (psychological and psychiatric)

Colbert-Lauderdale Child Study Center (an educational, psychological, and social team providing assistance to the school in dealing with the child who is having learning difficulties)

The parent coordinator and social worker work together closely, particularly in recruitment, explanation and follow up of parent participation, and children's school attendance.

A staff committee composed of the program director, nurse, parent coordinator, nutritionist and social worker meets weekly to discuss problems of individual children and methods of resolving these problems. If referral or parent conference is indicated, the most appropriate staff member is delegated to handle the matter. This staff approach has proven to be the best way to minimize an overlapping of services to the families.

PARENT PROGRAM



The parent program is a further effort to realize the Head Start goal of "providing sound learning experiences appropriate to the developmental level of each child based on what is known of what the child has been, is and can become". Recognizing that much of what the child is reflects what the home is, the total approach includes a program for parents. The most encompassing purpose of the parent program is to plan activities, conduct parent meetings, and foster a relationship with the parents which encourages growth in self-understanding, knowledge of their children, and self-confidence in their role as parents and people. In addition, the desired results are to give the parents a chance to see just what the children are doing, what types of learning are taking place, and why these learning experiences are essential for school success. Because parents are generally interested in their children and want them to succeed, activities are planned to show how they can express their interest most constructively.

One to two hour meetings with the parents of each classroom group are held semi-monthly. During the recruitment period, the parent program is explained to the parents and their cooperation is solicited to the extent that they will be expected to attend these sessions or have someone represent them. Those families with two children in the program are asked to alternate their attendance, if possible. A friendly, informal tone is set when parents are welcomed upon arrival and offered coffee. The meeting begins with a question concerning the success of the latest activity planned in the parent meeting and carried out by the parents at home. Often they have suggestions for improving the activity or game and enjoy telling how their children responded. Following this discussion the parent coordinator gives a brief explanation of the subject for the day. It is discussed in simple terms with examples of how this skill or learning is necessary to the child in school. If the subject is small motor development, for instance, it will be explained that children need practice in using the small muscles in their fingers and hands and how the use of small scissors and crayons which require good control of the small hand muscles, will prepare them for the first real skills of writing letters and numerals.

Following this explanation the parents see a thirty-minute video tape of their child

working with the teacher in the classroom. These tapes are made by the parent co-ordinator on the alternate weeks from the parent meeting. The portable camera and microphone situated in the classroom are operated by remote control thus keeping the distraction to the children at a minimum. While parents view the tapes, comments are made to clarify the lesson and bring out particularly effective or important actions. For example, during a lesson on visual discrimination the teacher may begin by using sets of two pictures which are alike except in one small detail. The children in turn point out how the pictures are alike and how they are different. Another may use pictures of common objects with something missing and have the children tell what is missing. At this point the parent co-ordinator may comment to the parents on the value of this simple skill in laying the foundation for school work as illustrated by the next section of the lesson. In this activity the teacher may use similar letters or numerals on the flannel board and have the children take turns selecting the one that is different. Not only do the parents see how the teacher teaches subject matter and how she deals with the children's behavior, but they also have a vivid picture of how their own child performs.

After seeing the tape, the parents are encouraged to discuss what they have seen. Here questions of child development and child management are apt to come up and are welcomed. The desired result is for the parents to exchange questions and answers, sharing their ideas on how to deal with particular problems or situations. The parent co-ordinator simply guides the interchange.

In the final portion of the meeting the parents make a developmental task or game to carry through that particular learning. The game is taken home and used there to help reinforce skills learned by the child at school. As the parents work on the day's task, the teacher joins the group and is available for private or informal group discussion. Often she is able to make specific suggestions to individual parents. This important aspect ties the parent program and the classroom together. It also provides an opportunity for the parents and teachers to communicate regularly, for the teacher to encourage the parents in their efforts, and for her to lend support to the parent program. Often she is able to make specific suggestions to individual parents for cooperative work. "Johnny is enjoying his scissor work; I'm so happy to know that he is using them at home too. His fingers need the exercise, and I can already see an improvement in his control." "Is Betty still using her Christmas scissors at home? I feel this is an area where she needs more practice than she is getting at school. How about taking some of these old magazines with you today and letting her do cutting at home?"

In the manner outlined, the parent programs for the year cover the areas of child development, large and small motor development, language, self concept, listening, following directions, visual discrimination, categorization, awareness of feelings, left to right progression, recall and discipline.

Alternating with the parent meetings, special interest programs are offered in the areas of sewing, cooking, and home management. The staff nutritionist and the County Home Demonstration Agent co-operate in planning and leading these groups.

For holiday celebrations, interested parents in each room are asked to plan and assist in giving the classroom parties. One or two mothers from each room are asked to serve as room chairman, and a planning session is held with the other mothers to discuss games, parent-made favors and refreshments. Parents are also asked to help the teachers in accompanying the children on school field trips.

PHYSICAL ACTIVITY PROGRAM

The Head Start Center carries on a sequentially and systematically organized physical activity program based on the belief that many learning problems stem from the lack of early training in motor skills. Moreover, it is felt that every child benefits from the great personal satisfaction and physical well-being gained from freedom and skill in movement.

The program structure is based generally on the foundation skills, but geared to the physical growth level that the children are capable of attaining. The skills can be divided as to locomotor (creeping, crawling, walking, running, skipping .....): non-locomotor (stretching, bending, twisting ...): rhythmic (balance, coordination, posture ....): creative (dancing, interpreting, acting out ....): and athletic (bouncing, catching throwing ....). Throughout the year emphasis is placed on the development of directionality, laterality, and space orientation.

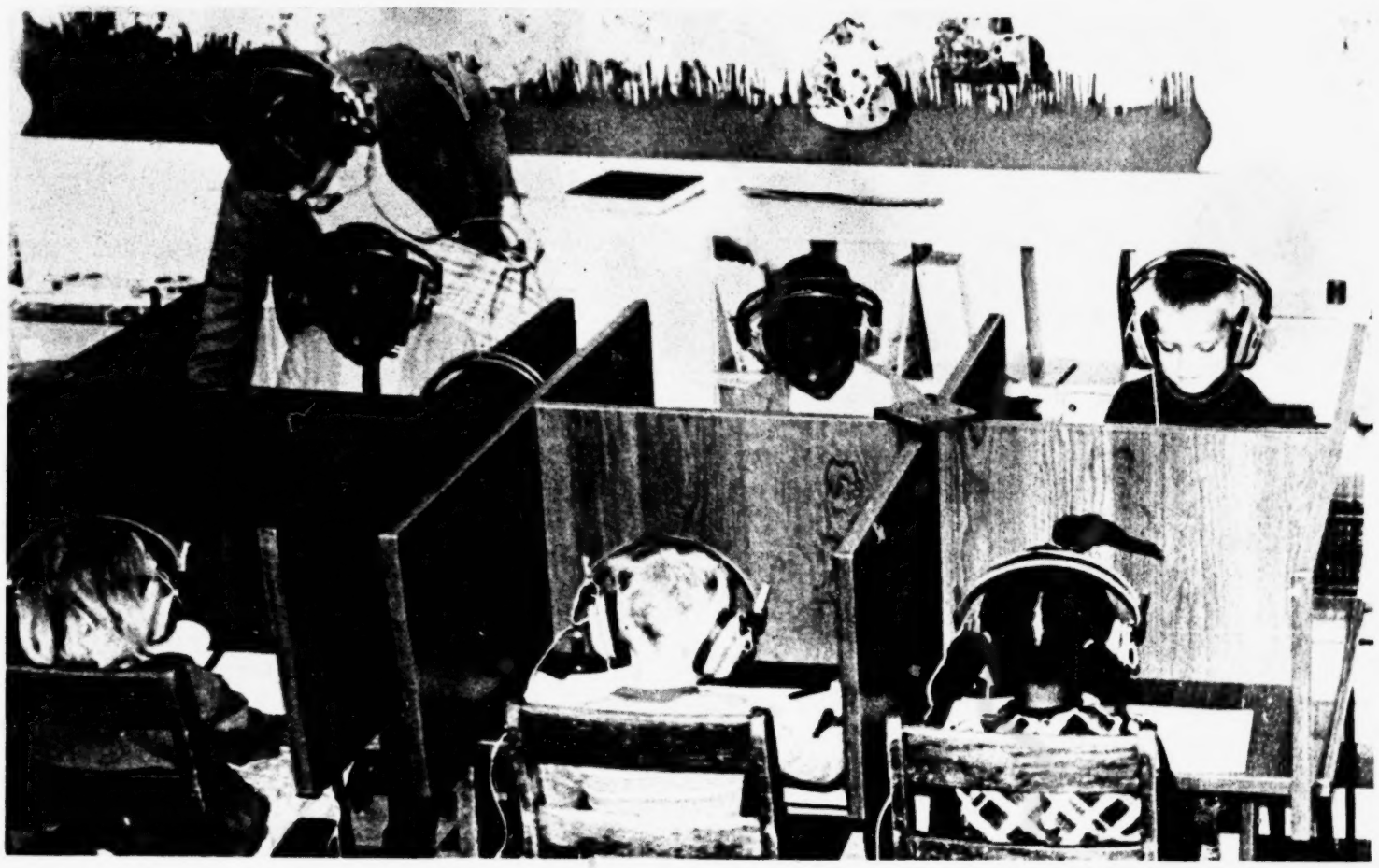
All of the five-year-olds take part in a structured program with the physical activity director twice a week. The school nurse, the teacher, and the teacher-aide are all involved during the period assisting, recording, and evaluating. Planned follow-up activities are provided for those who need special or extra help in motor-muscular development. Follow-through activities and free play fill the activity period the remaining three days in the week. Fifteen to twenty minute activity periods at the beginning of the year increase to around forty minutes by spring.

The four-year-olds take part in structured activities designed for them. These activities are carried out at various times throughout the day as determined by each teacher and teacher-aide. The physical activity director acts as advisor and counselor to these teachers.

In weekly meetings the physical activity director and the teacher-aides plan and evaluate the program. Evaluations are made as to program structure, relevance to the children's needs, and child growth and progress. Each teacher-aide carries over activities into the classroom and gives extra help and encouragement as needed. The physical activity director also takes part in weekly teacher planning sessions.

It is the opinion of the Head Start staff that because of this activity program these children have developed an increase of strength, endurance, muscle control and coordination, agility, flexibility, vitality, self-confidence, speed, balance, and grace. There is evidence to show that a developmental program of gross, sensory, and perceptual motor skills also stimulates emotional balance, social assurance and mental celerity.

SPEECH PROGRAM



It is generally accepted that language development is one of the areas of greatest deficiency in children of low socio-economic backgrounds. Understanding that oral expression is based on experience and learning, the entire staff unifies its efforts to help each child develop and enjoy this most important communication skill. The purpose of the Head Start speech program is to help give sufficient individual attention to children with functional articulation problems or voice disorders.

Medical examinations at the beginning of school and at other times during the year attempt to clarify existing physical disorders which affect normal speech development. Children who are found to have impaired hearing, cleft palate, dental or other physical abnormalities are assigned follow up medical treatment or referred to the

Rehabilitation Center for speech therapy.

Speech screening is then given each child in order to identify those who can be helped by special speech correction training at school. Test results, written evaluations, and conferences with the staff nurse and the child's teacher help the speech teacher in determining a course of action suitable for each child. Children who consistently omit, substitute, distort, or add unnecessary sounds are scheduled for special classes. In small homogeneous groups, or alone, the child is trained in listening skills, proper articulation, or vocal clarity as his needs warrant. Time allowed for these sessions varies from ten to fifteen minutes for a single child to twenty-five minutes for some groups.

In the speech program emphasis is always on fun activities designed for a specific need. Tapes, records, earphones, filmstrips, mirrors, rhymes, pictures, books, lottos, rhythms, discussion, and puppets are some of the materials and methods used to involve children in participative learning experiences.

RESOURCE CENTER

The Head Start resource center contains a wide range of materials available to children and staff. The several hundred manipulative toys are categorized as to language arts, perceptual skills, and science--natural science, mathematics, and weights and measures. Other equipment is divided according to type of material such as the flannelgraph materials, filmstrips, tapes, records, lantern slides, teaching pictures, puppets, books, and special readiness sets.

So that all equipment will be readily available, each piece is classified and indexed according to subject matter . Over a thousand books have been processed and shelved according to the Dewey Decimal System with a card catalog. A vertical file, periodical shelf, and professional library encourage the staff to keep up to date on new ideas and research findings. Two sets of encyclopedias are available, one for children and one for adults. A listening center, which accommodates a maximum of eight children simultaneously is contained in the resource center, as well as tables and chairs designed for children and adults.

The resource director is concerned not only with the stimulation of the children, but with that of the Head Start staff as well. Each week one day is set aside for attending to the needs of the teachers. This day is filled with ordering, processing and becoming familiar with new materials; renovating worn equipment; making filmstrips and tapes; constructing developmental tasks; and writing units. During the remainder of the week, she is responsible for the inservice training of teacher aides, working with individual children, and implementing the physical activity program.

The center also provides a place for teachers to study and evaluate in order to prescribe an individualized program for the varied and sometimes unique problems of their children. Inservice meetings are held regularly for teachers and teacher aides. Children with learning disabilities come to the center for special training in audio-visual perception, speech, or concept formation.

The resource center is the hub of the Head Start program. It is primarily a place for informal sharing, solving, and learning, as well as a retreat where a teacher can clarify her goals and purposes. The resource center makes available a wealth of materials, but the teacher who cares for children remains the key to progress.

NUTRITION PROGRAM

Since children of the disadvantaged are often inadequately or improperly nourished, and since poor nutrition during early childhood has an adverse effect on growth and development, this phase of the over-all program has a vital role at the Head Start center. It attains its role only if the entire staff of the center is fully aware of the nutrition program and how it can contribute to and draw strength from every other aspect of the program. Good nutrition is necessary for good health - physical, dental and mental. The nutritionist who directs the program knows that one of the greatest contributions Head Start can make to the children who attend will be through sound nutritional practices observed in the planning of food service. She plans well-balanced menus for the ten meals and five snacks during each week. Regularity is a factor often missing in the lives of many of the children in the center, so the regularity of meal service may introduce the child to a systematic way of eating never experienced before.

Each day begins by serving breakfast at 8:15 a.m. The meal consists of fruit or fruit juice, meat, milk, eggs, bread and butter, and occasionally a cereal. The mid-morning snack is served at 10:00 a.m. in the classrooms and usually consists of a fruit, a raw vegetable, fruit juice, cheese and crackers, or peanut butter on crackers. Because Head Start meals may be the only food of the day for some children, a substantial lunch is served at 12:15 p.m. and usually consists of meat, poultry or fish; bread and butter; raw or cooked vegetables; a salad; fruit or other dessert; and milk.

Pleasant eating experiences are as important as the proper food. These provide positive associations with food and the entire eating experience. Good food habits and the attitudes formed at the center during these early years may remain throughout life.

A good physical environment is provided at the center by having an attractive, bright, well-ventilated and clean eating area. Tables and chairs of a suitable size are provided. The plates and glasses are small enough to be managed by little hands. At the beginning of the school year the child is introduced only to the spoon and fork, but later in the year the knife and its proper use is taught. The placement of his silver and napkin for each meal is also a part of his educational experience.

Attractive food is particularly important to a child. The nutritionist plans meals which offer a variety of color, flavor and texture in the food served. Many things other than nutritional value affect how well it is eaten.

Mealtime should be a happy time and a tired, excited child cannot enjoy food. A quiet period of relaxation in the room just prior to lunch time sets the tone for the meal. Before the children enter the cafeteria an aide from each room has served at each child's place small servings of food and milk. Pitchers of milk and bowls of food are on each table for second servings. Mealtime provides opportunity for many educational experiences and teachers

constantly utilize this occasion for informal teaching of skills, attitudes and habits.

During the last two weeks of the school year the children change from family style meals to cafeteria service which prepares them for the routine used in public schools.

In addition to the responsibility of planning meals, the nutritionist also buys the food, supervises food preparation and assists the kitchen staff whenever necessary.

To promote parent involvement, she assists in the parent program whenever help is needed and in a cooperative venture with the county home demonstration agent and others, she helps to plan programs for interested parents in the field of nutrition, meal planning, home management, and clothing construction.

APPENDIX I

GOALS

PURPOSE: To provide sound learning experiences appropriate to the developmental level of every child enrolled in the program; based on what we know of child development, psychology, sociology; what the child has been, is and can become.

I. PROMOTE WHOLESOME PHYSICAL GROWTH

II. PROVIDE AN ATMOSPHERE FOR GOOD MENTAL HEALTH

III. PROVIDE EXPERIENCES FOR POSITIVE SOCIAL ATTITUDES

IV. PROVIDE EXPERIENCES TO STIMULATE AND DEVELOP COGNITIVE FUNCTIONING

V. CREATE AN ENVIRONMENT FOR LEARNING

I. PROMOTE WHOLESOME PHYSICAL GROWTH

A. Emphasize the need for individual responsibility in assuming good health habits.

B. Provide the basic nutritional needs of the children.

C. Provide medical and dental checks and evaluations.

D. Provide opportunities for the development and co-ordination of the large and small muscles.

E. Develop appreciation for the child's body and what it can do for him.

F. Stimulate to the fullest potential the five senses: Seeing, hearing, tasting, smelling, and touching through active experiences.

II. PROVIDE AN ATMOSPHERE FOR GOOD MENTAL HEALTH

A. Establish a sense of trust.

1. Allow a climate whereby the child may feel free to test his ingenuity, feelings and actions.

2. Help the child to accept certain rules of order and safety.

(a) Let children help make rules.

(b) Give valid reasons for rules.

(c) Keep rules limited and simple.

(d) <u>Enforce them</u>.

3. Help the child realize that there is stability in our changing world.

(a) Develop concepts of words, i.e. real, make-believe, alive, inanimate, pattern, cosmos, values, customs, mores, etc.

(b) Develop an interest in lives and objects beyond his own.

(c) Stimulate an awareness of and curiosity in natural sciences and phenomena.

B. Establish a sense of autonomy.

1. Create a climate of confidence.

(a) Establish patterns and expectations of success without pressure to achieve beyond his capacity.

(b) Develop skill in problem-solving on child's level.

(c) Develop an "I am important" attitude.

2. Develop an awareness of self.

(a) Develop an appreciation for what he has and is.

(b) Develop willingness to face reality and cope with disappointment.

(c) Develop ability to have <u>fun</u>!

(d) To begin to develop sex-role identification.

(e) To build wholesome attitudes toward body, its care and functioning.

C. Establish a sense of initiative.

1. Develop an "I <u>can</u> do" attitude.

2. Develop an awareness of potential growth in home, school and community.

3. Develop an active, creative, inquiring, problem-solving mind.

4. Provide opportunities for planning activities in partnership with teachers and peers.

III. PROVIDE EXPERIENCES FOR POSITIVE SOCIAL ATTITUDES

A. Develop a rich and full concept of self.

1. Become aware of one's self as an individual, member of a family, contributing member of a group; and in relation to a school, community and society.

2. Develop confidence and competences.

B. Grow in ability to interact on various social levels.

1. Enjoy working individually.

2. Work with small and large groups.

3. Relate to both peers and authority figures.

4. Grow in ability to take various roles - contributing member of a group, leader, etc.

C. Develop social skills.

1. Use of language as means of desirable social experiences.

2. Awareness of socially accepted customs and values--eating habits, care of body, respect for property, courtesy.

D. Learn responsibility for own behavior.

1. Understand why certain behavior is or is not acceptable.

2. Understand ways of controlling or releasing behavior.

3. Learn results of cause and effect in relation to attitudes and behavior toward others.

4. Learn to assume self-direction in work and deportment.

IV. PROVIDE EXPERIENCES TO STIMULATE AND DEVELOP COGNITIVE FUNCTIONING

A. Develop communication skills.

1. Respond to and interpret auditory and visual cues from the everyday world.

2. Be aware of facial and bodily expressions and able to make some interpretation of such expressions.

3. Enjoy experiences in listening.

4. Be able to verbally express feelings and experiences.

5. Develop understandable speech patterns and articulatory habits.

6. Become aware of different tones in language and be able to adapt one's tone to various social settings.

7. Become aware of and develop some understanding of traditional cultural symbols.

B. Stimulate cognitive functioning:

1. Apply and grow in ability to use problem-solving techniques.

(a) Identify the problem.

(b) Discover possible solutions.

(c) Try one solution.

(d) Evaluate.

(e) Insight.

2. Grow in ability to reason.

(a) Develop increasing understanding of his natural environment.

(b) Recognize interrelations of people and natural phenomena.

(c) Develop understanding of methods, techniques and attitudes of sciences. (Mathematical, physical, social, natural.)

(d) Provide opportunities to use own judgment and follow through.

3. Develop the memory processes.

(a) Questioning.

(b) Recalling.

(c) Memorizing.

(d) Understanding.

4. Provide experiences which help develop concepts.

(a) Quantitative and spacial understandings.

(b) Comparisons.

(c) Sizes.

(d) Geometrical shapes.

5. Motivation based on success experiences.

C. Develop creativity.

1. Become aware of possibilities for use of materials.

2. Use skills appropriate for developmental level of each child so that his work will be meaningful in terms of his own internal scheme.

3. Avoid stereotypes--leave much room for imagination.

V. CREATE AN ENVIRONMENT FOR LEARNING

A. Understand the developmental processes of the preschool child.

B. Evaluate and plan for each child so that he can be guided in such a manner that he can progress at his own developmental rate in the teaching-learning process.

C. Develop aesthetic values.

1. Cleanliness and order.

2. Sufficient and correct stimulation.

3. Appreciation for beauty.

D. Establish a warm, accepting atmosphere.

APPENDIX II MONTH-BY-MONTH TEACHING GUIDE OVERVIEW

The Head Start staff feels that deprived children need a program that contains intellectual content if they are to succeed in an academic program. The approach taken to content selection is the "structure of the disciplines". Efforts have been made to identify the key concepts in each major body of knowledge. From these concepts the staff has tried to elaborate and specify some understandings children would have to develop before they could be expected to grasp the big ideas clearly. It is also constantly seeking to provide content that will be intellectually stimulating in the materials that are available and are being developed. The curriculum outline is only a sequenced guide and is used very flexibly so that the needs of each child can be met. The content is taught in units and the teacher has freedom to exercise her creativity in constructing how the concepts are taught.

MONTH-BY-MONTH TEACHING GUIDE

OVERVIEW

MONTH	SOCIAL STUDIES	SCIENCE	MATHEMATICS	THE ARTS
SEPTEMBER	Me My school My friends My school helpers	Seeing and touching Hearing, tasting, smelling	Sets as collections of things with identical, different, or no members	Exploring & manipulating: art materials, musical instruments, self
OCTOBER	My family & home Health Safety Halloween	Insects Harvesting Seeds	One to one correspondence Number sequence	Moving to simple rhythms 1-2, 1-2, 1-2, beat Playing simple games Separating paper Finger painting
NOVEMBER	Indian culture Good manners Appreciation Thanksgiving	The earth Foods harvested in fall Weather	Shapes & figures Patterns	Mixing colors Using natural objects for art media Rhythmic activities 1-2-3-4, 1-2-3-4, beat
DECEMBER	Christmas customs & traditions Other gift-giving celebrations	Animals preparing for winter Evergreen trees	Shapes & figures Patterns.	Building collages & decorations Singing & playing Christmas songs

MONTH	SOCIAL STUDIES	SCIENCE	MATHEMATICS	THE ARTS
JANUARY	Travel on land, air, and water	Our winter world: plants, animals, and people	The New Year calendar The natural order of sets Number sequence	Mixing colors Make creative designs Make print art pictures Enjoy playing and listening to music
FEBRUARY	My country My flag Valentine's Day	Electricity Magnetism	Natural order of numbers Recognition of basic sets	Freedom with art materials Finger paint to music Play and move to 1-2-3 beat
MARCH	My community Community helpers Buying and selling of goods and services	Season changes Sounds	Number - numeral Sets and subsets Money value	Introduction to rhythm band Act out familiar stories Construction
APRIL	The farm community Kinds of farms Farm animals and birds	Rain Sun Color	Ordinals and cardinals Recognition of larger sets Measurement	Light and color Introduction to musical instruments
MAY	How I grow Living things grow and change	Plants Animals	Geometry Use of number line	Mixing colors Professions in the arts

APPENDIX III

MONTH - BY - MONTH TEACHING GUIDE

MONTH: September
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

Me.
My school.
My friends.
My school helpers.

UNDERSTANDINGS:

I am an important individual.
I was a baby. You were a baby.
I am growing. I can go to school.
I am part of a family.
I have friends who care about me.
I have certain responsibilities.
I need sleep, rest, good food, and exercise
in order to grow and stay well.
School is a happy place.

SKILLS TO BE DEVELOPED:

Listen when others speak.
Complete task.
Be considerate of others.
Take care of and return materials.
Establish a routine.
Grow in self control.

KEY WORDS:

born	grow	health	happy	grumpy
thumb	wrong	care	toes	fingers
different	wee	special	tiny	glad
responsible	blessing	discover	rule	belong
name	first aid	grace	friends	safety
create	sad	thanks	safe	important
lunchroom	nurse	cook	library	sorry
cafeteria	director	teacher	office	helpers
commode	principal	janitor	closets	voice
bathroom	librarian	busdriver	auditorium	stranger
lavatory	secretary		kitchen	
wash basin	dietitian		hallways	

MONTH: September
AREA: Science

SUGGESTED WEEKLY PLANS:

All about seeing and touching.
All about hearing, tasting and smelling.

UNDERSTANDINGS:

I can see, hear, feel, smell and taste wonderful and fascinating things around me.
I can explore, examine, investigate and wonder about the world.

SKILLS TO BE DEVELOPED:

An inquiring mind.
An appreciation for nature.
A quickening of the five senses.
Growing knowledge about our earth.

KEY WORDS:

pebble	produce	soft	tart	warm
sea animals	red	loud	sour	cool
fossil	sky	up	sweet	dry
crystals	earth	down	bitter	wet
magnify	smooth	high	salty	soil
collect	rough	low	cold	dirt
protect	hard	taste	hot	rock

MONTH: September
AREA: Mathematics

SUGGESTED WEEKLY PLANS: (0-10)

Sets of real objects which contain identical members.
Sets of real objects which contain different members.
Sets of real objects which contain no members.
Illustrations of sets with flannel board materials.

UNDERSTANDINGS:

A set is a collection of things.
Sets contain members.
Sets have many members, one member, or no members.
A set needs to be well-defined.

SKILLS TO BE DEVELOPED:

Inquiring mind toward mathematics.
Appropriate use of terms "sets" and "members of a set".
Ability to build and describe sets.

KEY WORDS:

Nouns:	group	herd	flock	set	members
Quantifiers:	all	one	empty		
	some	a or an			
	few	none			
Relations:	the same as		different from		
	far from		next to		
	here		there		
	first		last		
	before		after		
	a brother of		a sister of		
	highest		lowest		
Connectives:	and	not			
Location:	up	down			
	top	bottom	under		
	rear	back	behind		
	middle	center	front		
	by	over	at		

MONTH: September
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Exploring and manipulating art materials, musical instruments and myself by:

Using crayons in many ways.
Easel or floor painting.
Moving to simple rhythms.
Singing simple songs.

UNDERSTANDINGS:

Art is fun!
Art is expression of what I feel or see.
My art is my own and other's is theirs.
Art is "doing it myself".

SKILLS TO BE DEVELOPED:

Listening.
Looking.
Responding.
Expressing.

KEY WORDS:

picture	smooth	fold	skip	noise
image	loud	corner	walk	rhythm
light	quiet	dance	tip-toe	beat
dark	soft	still	gallop	run
bright	curve	move	instrument	push
flat	straight	run	song	pull

MONTH: October
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

My family and home.
Health.
Safety.
Halloween.

UNDERSTANDINGS:

Everyone needs help from the beginning of his life.
Parents help children in many ways.
Decisions by parents and other adults should be respected.
Families can have different members.
Every member of the family can help other members.
Members of families have roles.
Money earned is used for food, clothing, house, car, church, vacations, etc.
There are many kinds of houses.
Families can have fun together.
Everyone must learn to take care of himself.
The fireman helps to protect us.
The policeman helps to keep people safe.
The nurse and doctor help to keep people well.
There is a safe and happy way to celebrate Halloween.

SKILLS TO BE DEVELOPED:

Active participation in a group activity.
Initiate and stay with a job until completed.
Select activities.
Accept adult authority.
Use good health and safety practices.
Develop ability to have fun with group.
Accept some things as make-believe.

KEY WORDS:

father	grandmother	Mrs.	living room	apartment	make-believe
mother	grandfather	Miss	dining room	furniture	mask
children	grandchildren	nurse	kitchen	door	costume
husband	aunts	doctor	bedroom	window	trick
wife	uncles	dentist	bathroom	cement	treat
parents	nephew	policeman	garage	mortar	thank you
daughter	niece	fireman	carport	brick	cleanliness
son	cousin	safety	attic	rock	judgment
brother	member	health	basement	lumber	balanced diet
sister	Mister	careful	two story	glass	habit
				pretend	proper dress

MONTH: October
AREA: Science

SUGGESTED WEEKLY PLANS:

Insects.
Harvesting.
Seeds.

UNDERSTANDINGS:

Fall (autumn) is one of the four seasons.
Insects vary in size and color.
Insects need air, water, food.
Insects and spiders are both harmful and helpful.
Insects are creatures having six legs; spiders have eight legs; caterpillars and other small crawling things may have more.
The life cycle of some insects consists of four stages.
The range of temperature and types of weather vary in the fall.
Some fruits and vegetables ripen in the fall.
Some plants produce seeds.
Ripened seeds are distributed by wind or other means.
Seeds produce the same kind of plant as the one they grew from.
Seeds differ in size, shape, color.
Seeds contain food for the plant to use in its early growth.
Some seeds are eaten.

SKILLS TO BE DEVELOPED:

An interest in and some knowledge of tiny creatures.
An appreciation for foods provided by nature.
Some understanding of plant reproduction.
An awareness of the changing appearance of some insects.
Some understanding of the life cycle of some creatures.

KEY WORDS:

cocoon	burr	honey	thermometer
antennae	insect	silk	temperature
transparent	spider	frost	cotton
harmful	caterpillar	season	soybeans
helpful	butterfly	fog	hay
pod	moth	dew	

MONTH: October
AREA: Mathematics

SUGGESTED WEEKLY PLANS: (0-10)

One to one correspondence.
    Equivalent sets, non-equivalent sets.
    Number names.
    Numerals.

Number sequence.
    Natural order of sets.
    Association of number and numeral.

UNDERSTANDINGS:

One to one correspondence means members of a set may be paired with members of another set.
A set may have more members than another set of fewer members.
Many sets are matching sets.
A set without any members is an empty set.
All other sets are more than an empty set.
A set of a certain type may be arranged in many different ways, but it is always of the same type.
For every set of objects there is a number.
The number for the empty set is zero.
A numeral is the written symbol for number.

SKILLS TO BE DEVELOPED:

Association of sets from 0 to 10 with correct number.
Count sets of 2, 3, 10.

KEY WORDS:

Quantifiers:	any	several	enough
	many	every	
Relations:	as many		
	equivalent	non-equivalent	
	more	less	
	larger	smaller	
Location:	before	after	
	in	out	

MONTH: October
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Moving to simple rhythms - 1234 and 1212.
(Marching, galloping, skipping)
Playing singing games.
Separating paper -- cutting, tearing, using wedge.
Finger painting for fun, feeling, color.

UNDERSTANDINGS:

Everyone feels things inside.
I can express what I feel inside.
I can make and do nice things.
I can have fun alone <u>and</u> with a group.

SKILLS TO BE DEVELOPED:

Finishes job, cleans up, returns materials.
Listens quietly to soft music.
Can express "How this makes me feel".
Participates in simple group games and songs.

KEY WORDS:

straight	tear	sharp	clap	push
curve	saw	round	stamp	pull
rough	cut	around	jump	partner
ragged	slick	inside	hop	set
end	slippery	outside	crawl	beat
middle	smooth	circle	follow	rhythm
edge	hard	semi-circle	squeeze	blend
				mix

MONTH: November
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

Indian culture.
Good manners.
Appreciation.
Thanksgiving.

UNDERSTANDINGS:

The Indians lived in our country before the Pilgrims came and many of them helped the Pilgrims.
Because the Pilgrims and Indians were grateful for friendship and a good harvest, they celebrated the first Thanksgiving.
Thanksgiving is a special holiday for families and for giving thanks for our many blessings.
Thanksgiving comes in November after the harvest.
Everyone needs food, clothing, shelter in order to live.
Everyone can express his thankfulness by thanking God, thanking parents, sharing with others and showing kindness.
Life is more pleasant when people are kind.
Many different kinds of people live in our country.

SKILLS TO BE DEVELOPED:

Share and take turns with others at home and school.
Participate in conversation and dramatic play.
Show consideration of others.
Appreciate the necessities of life provided for us.
Be grateful for all our blessings.
Grow in self-control and self-awareness.

KEY WORDS:

America
country
holiday
celebrate
thanks
thankful
thankfulness
depend
harvest

crops
blessings
Thanksgiving Day
manners
sharing
kindness
help
giving

Pilgrim
Indian
chief
brave
squaw

meats
fruits
vegetables

needs:
food
clothing
shelter

hardship
courage
care

MONTH: November
AREA: Science

SUGGESTED WEEKLY PLANS:

The earth -- land, air, water.
Foods harvested in fall.
Weather.

UNDERSTANDINGS:

The earth is round, like a ball.
The earth is made up of land, air, water.
The earth is very large and cannot all be seen at one time.
The earth contains the resources necessary for life to continue.
We need to conserve these resources in order to have them in the future.
Some foods ripen and are eaten in the fall.
Fruits contain the seed of the plant.
The sun warms the earth. (Absence of heat is cold.)
The weather affects our daily activities.
Weather affects the kind of clothing we wear.
The weather changes from day to day; it changes during the day; it is different in different places.
Fog is like a cloud on the ground.
Temperature change is measured by a thermometer.

SKILLS TO BE DEVELOPED:

Sense of appreciation and wonder about our environment.

KEY WORDS:

land	grain	freeze	windy
air	corn	dew	cloudy
water	nuts	weather	rainy
forms	season	heat	sunny
matter	autumn - fall	warm	temperature
fruit	frost	hot	thermometer
vegetable	fog	cold	measure

MONTH: November
AREA: Mathematics

SUGGESTED WEEKLY PLANS:

Shapes and figures.
  Solid shapes -- cube, oblong solid, disk, ball, cylinder, wedge.
  Plane figures -- circle, square, rectangle, triangle, oval,
  hexagon, semi-circle.

Patterns.
  Duplicating and arranging.
  Explaining what has happened.
  Making decisions about what happened.

UNDERSTANDINGS:

Objects have shapes.
There are names for many of these shapes.
Patterns give order and are pleasing to the eye.
Geometric shapes are regular and symmetrical.

SKILLS TO BE DEVELOPED:

Recognition of names of several common solid shapes and plane figures.
Appreciation of the order of patterns.
Ability to recognize arrangements and patterns as different or alike.
Ability to observe and report accurately about what has happened.
Ability to use the problem solving and decision making processes.

KEY WORDS:

Relations:	higher	lower	
	later	earlier	
	on	off	
	inside	outside	
	farthest	closest	
	tall	short	
	near	far	
Location:	around	toward	out
	corner	between	in
	edge	near	there
	to	through	here

MONTH: November
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Mixing colors (make orange, green, brown).
Using natural objects for:
    Painting -- acorns, sticks, vegetables, feather.
    Crayon rubbings -- leaves, grass, rocks, dirt, bark, seeds.
    Pasting -- for display, pictures, or collages.

Rhythmic activities:
    Drum (1234, 1234, 1212, 1212)
    Creative movement ("Pretend you are a tree, leaf, bear, monkey, giant, etc.")

UNDERSTANDINGS:

The earth provides many things to enjoy.
I can do some things differently because I am different.
Some things are required of me because I am a member of a social group.
I can tell that I am growing.
I wonder??????

SKILLS TO BE DEVELOPED:

Acquire freedom of movement and rhythm.
Increase attention span.
Care for and use materials and tools.
Discriminate between textures, forms and colors.
Exercise hand and body control.
Become aware of natural objects and their characteristics.

KEY WORDS:

different	rubbing	sweeping	fragile
pattern	glide	wavy	wood
repeat	dots	jumpy	cloth
group	lines	quick	rough
arrange	strokes	hard	smooth
design	long	light	wet
rub	short	strong	imagine
			pretend

MONTH: December
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

Christmas customs and traditions.

Other gift-giving celebrations:
(Hanaukkak, Chanukak, Denmark, Holland, Italy, Mexico, Japan, etc.)

UNDERSTANDINGS:

Christmas is the time of year many people celebrate Jesus' birthday.
Christmas is a time for sharing a good time together.
The joy of Christmas is the joy of giving to others.
Everyone in the family can help prepare for Christmas.
Christmas comes in the month of December.
People celebrate gift giving days in many different ways.

SKILLS TO BE DEVELOPED:

Experience the joy and beauty of the Christmas season.
Appreciate the true significance of Christmas
Learn ways to make others happy.
Recognize the meaning of some customs and symbols.

KEY WORDS:

Christ	present	carol	stocking
Jesus	gift	card	toy
baby	shepherd	greenery	decorate
birthday	tree	bell	Santa Claus
give	star	sleigh	Kris Kringle
receive			pinata

MONTH: December
AREA: Science

SUGGESTED WEEKLY PLANS:

Animals adapt and react to environmental factors. (seasons)
Some trees do not lose their leaves in winter.

UNDERSTANDINGS:

Animals get ready for winter in many ways.

- Some animals hibernate. (bear)
- Some animals grow thicker fur. (horse)
- Some animals store food. (squirrel)
- Some animals change "coats". (rabbit)
- Some birds fly south. (robin)
- Many insects die.

Evergreen trees stay green all year.

- Some trees have needle-shaped leaves.
- The seeds of evergreens are in cones.
- These trees make good Christmas trees.

SKILLS TO BE DEVELOPED:

Appreciation for nature's plan for animals.
Knowledge of how some trees are alike, yet different.

KEY WORDS:

hibernate	gather	cone	fir
migrate	flocks	needle	spruce
den	fur	evergreen	pine
burrow	"coat" (animal)	cedar	boughs
store (to save)			berries

MONTH: December
AREA: Mathematics

SUGGESTED WEEKLY PLANS:

Shapes and figures.
  Solid shapes -- cube, oblong solid, disk, ball, cylinder, wedge.
  Plane figures -- circle, square, rectangle, triangle, oval,
  hexagon, semi-circle.

Patterns.
  Duplicating and arranging.
  Explaining what has happened.
  Making decisions about what happened.

UNDERSTANDINGS:

Objects have shapes.
There are names for many of these shapes.
Patterns give order and are pleasing to the eye.
Geometric shapes are regular and symmetrical.

SKILLS TO BE DEVELOPED:

Recognition of names of several common solid shapes and plane figures.
Appreciation of the order of patterns.
Ability to recognize arrangements and patterns as different or alike.
Ability to observe and report accurately about what has happened.
Ability to use the problem solving and decision making processes.

KEY WORDS:

Relations:	higher	lower	
	later	earlier	
	on	off	
	inside	outside	
	farthest	closest	
	tall	short	
	near	far	
Location:	around	toward	out
	corner	between	in
	edge	near	there
	to	through	here

MONTH: December
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Using natural objects and "throw-aways" to make collages and decorations.
Singing and playing Christmas songs.

UNDERSTANDINGS:

Beautiful things can be made from simple objects.
Beautiful music can be made with instruments.
Art and music are ways to express the joy of Christmas.

SKILLS TO BE DEVELOPED:

Ability to think creatively.
Ability to carry out ideas.
Ability to share ideas and materials.
Appreciate others' work as well as own.
Ability to express happy feelings through music and art.

KEY WORDS:

object	solid	decoration
collage	high (music)	change
press	low	pine
stick (y)	loud (music)	holly
prick (ly)	soft	berries
peel	jingle	trim
curl	prance	twinkle
	carol	

MONTH: January
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

How we go places in our town.
How people go places in cities.
Travel on land, air, water.

UNDERSTANDINGS:

People move from place to place by means of transportation.
People move goods and services from place to place by means of transportation.
Good workers make transportation possible.
Consumers are people who use trains, cars, boats, planes, etc. for moving from place to place or for moving goods from place to place.
Transportation operators and other workers provide a service.
Consumers pay to use the means of transportation.

SKILLS TO BE DEVELOPED:

Knowledge of several modes of travel.
Appreciation for those who work to make a transportation system possible.
Some understanding of the economics of a transportation system and the relationship between consumers and producers.

KEY WORDS:

traffic
pedestrians
crossings
stations
terminals
passengers
fare
farebox
cab
motor
schedules
conductors
subway train
railroad
control
signals
safety signs
underground
escalator
operate
ticket agent
board
engineer
freeway
highway
vehicles
pavement
traffic lane
traffic
helicopter
brakes
steering
gearshift
speed limit
destination
license
taxicab
earns
tip
load
cargo
freight
mail
vessels
ferryboat
ship
steamship
pilot
crew
deckhand
life preservers
fire extinguishers
parachutes
oxygen masks
airplane
airliner
luggage
van
flight
engineer
navigator
stewardesses
seat belts
runways
rockets
space ships
satellites
astronauts
barge
tugboats
Tennessee River
trailers
diesel
moving van
deliver
collect
pilot
co-pilot

MONTH: January
AREA: Science

SUGGESTED WEEKLY PLANS:

Our winter world. (temperature changes in various places)
Plants in winter. (seeds, buds, evergreens, ferns, vines)
Animals in winter. (frogs, bears, butterflies, pets)
People in winter. (keeping warm, getting food, getting from place to place)

UNDERSTANDINGS:

In our area it is cold in winter. In other places it may be warmer or much colder.
Winter produces changes in temperature, weather, length of day, vegetation, animals, men.
In winter there is a scarcity of plant and animal life.
Some food we eat in winter is grown where it is warm and brought to us.
Some animals need man's help in winter.
Plants grow from seeds, bulbs, and cuttings.
Plants need light, air, and water.

SKILLS TO BE DEVELOPED:

Recognition of some signs of winter.
Awareness of changes in our environment.
Appreciation for the changing seasons.

KEY WORDS:

icicle
thaw
sleet
hail
snow
ice
fog
frost
freeze
frozen
snowman
snowball
snowflake
evaporate
seed
bulb
spore
cutting
tracks
dormant
deciduous
evergreen
rootings
transplant
vine
roots
stems
leaves
light
air
water
temperature
slippery
protects

MONTH: January
AREA: Mathematics

SUGGESTED WEEKLY PLANS:

The new year calendar.
The natural order of sets.
Number sequence.

UNDERSTANDINGS:

The calendar is a measure of time.
The calendar helps us to know when birthdays, anniversaries and holidays come.
A set without any members is an empty set.
All other sets are more than an empty set.
For every set of objects there is a number.
The number for an empty set is zero.
Each set in the natural order contains one more member than the set before it.
Adding one more to a group gives the next counting number.
Each number may be named by a numeral.

SKILLS TO BE DEVELOPED:

Some understanding of the significance of the calendar.
Ability to associate his birthday and some other holidays with a particular month.
Ability to name the days of the week and show them on the calendar.
Ability to associate basic sets (0-10) with correct number.
Ability to identify the number which comes before, after or between given numbers.
Recognition of pattern of one more, one less in the natural order of sets.
Ability to use the following terms in relation to members of sets:
fewer, fewest, most, one more, one less, equal.

KEY WORDS:

Size and quantity:

big	large	greater	less	some	as many as
little	small	few	more	enough	in all
bigger	larger	fewer	much	equal	
biggest	smaller	fewest	most	one more	
least	smallest	many	all	one less	

Location:

inside	up	right	left	top	arrange
outside	down	middle	center	bottom	arrangement
					away from

Distance:

far	a short way	enough space
near	a long way	more room

MONTH: January
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Mixing colors (orange, green, brown, violet).
Make creative designs using: plane figures and a straight edge.
Make print art pictures using:
- Fingertips, hands, elbows, etc.
- Clay
- Pieces of wood
- Vegetables and fruits
- Other "gadgets"

Music appreciation:
- Play drums, sticks & bells to fast and slow music.
- Enjoy quiet time music.

UNDERSTANDINGS:

We can create pretty designs and patterns with color.
Pretty things help make us happy. (cheerful)
Different music can make us feel different ways.

SKILLS TO BE DEVELOPED:

Ability to recognize the use of color, design and pattern in the world around us.
Ability to discriminate between kinds of music.
Ability to enjoy our creativeness.

KEY WORDS:

repeat	artist	fast	soft
pattern	dark	faster	keeping time
design	light	slow	beat
form	bright	slower	create
	dull	quick	

MONTH: February
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

My country.
My flag.
Valentine's Day

UNDERSTANDINGS:

America is our country.
Many kinds of people live in America.
Americans have many privileges.
We should work hard to be good Americans.
The flag is a symbol for our country.
Many heroic men have worked hard to make our country great.
Valentine's Day comes on February 14.
On Valentine's Day we show our love and friendship for others.

SKILLS TO BE DEVELOPED:

Know that being an American means privileges and responsibilities for each one.
Appreciate living in America.
Appreciate some of our great American heroes.
Show kindness and love for others.

KEY WORDS:

America
American
United States
USA
republic
heroes
loyal

White House
Mt. Vernon
Lincoln (penny, stamp)
Washington (dollar, quarter, stamp)
name of president
courage
heroes

stars and stripes
Old Glory
symbol
privilege
freedom
responsibilities
nation

holiday
friend
Valentine
heart
greeting
thought
send
share

National Anthem
Pledge of Allegiance
pledge
allegiance
liberty
justice
Washington, D. C.
Capitol

celebrate
kindness
help
giving
receive
cupid

MONTH: February
AREA: Science

SUGGESTED WEEKLY PLANS:

Electricity
Magnetism

UNDERSTANDINGS:

Wires carry electricity.
Electricity does work. (heat, light, power)
A complete circuit is needed to make electricity work.
Electric currents are turned off and on with a switch.
Electricity: occurs in nature.
can be made by people.
makes sparks.
can be dangerous.
We pay the utility company for the electricity we use.
Magnets attract (pick up, push, pull) things made of iron and steel (nickel, cobalt).
They will not pick up other objects.
Magnets: come in many sizes, shapes and strengths.
can be used to make work easier.
can be made by using electricity.
Magnetic power will go through paper and some other materials.
Iron objects can be magnetized.
Magnets require care. (Never drop or pound; never keep in hot place. Put "Keeper" across U shaped magnet.)

SKILLS TO BE DEVELOPED:

Ability to observe, describe, explain, compare.
Become aware of the interaction between objects in a system.
Become aware of certain characteristics and functions of electricity and magnets.

KEY WORDS:

attract
repel
lodestone
metal
circuit
complete
broken
current
permanent
temporary
observe
describe
explain
pull
push
stroke
force
energy
power
electric
strong
weak
shock
outlet
switch
battery
"hot" wire
magnetize
magnetic
utilities
light

MONTH: February
AREA: Mathematics

SUGGESTED WEEKLY PLANS:

Natural order of number.
Recognition of basic sets.

UNDERSTANDINGS:

Natural order of number involves patterns of one more, one less.
Sets may be arranged in different ways, but it is always of the same type.
For every set of objects there is a number.
For every number there are many equivalent sets of objects.

SKILLS TO BE DEVELOPED:

Recognition without counting of basic sets of two, three, four (in a pattern or scattered).
Identification of number which comes before, after, or between given numbers.
Intelligent use of number line as an aid in problem solving.

KEY WORDS:

pattern	between	near	all
number line	middle	next	much
forward	last	greater	more
backward	order	larger	few
before	far	smaller	less
after			some

MONTH: February
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Freedom to choose and manipulate art materials.
123 beat with instruments.
Move to waltz rhythm.
Finger paint to music.

UNDERSTANDINGS:

I can take on responsibilities successfully.
Staying in time makes for a better sound.
Different rhythmic beats call for different movements.
Different music makes me feel different.

SKILLS TO BE DEVELOPED:

Ability to make some decisions.
Ability to choose an activity, gather materials and use them, return materials and clean up independently.
Ability to discriminate between 1 2 3 4 and 1 2 3 rhythms.
Ability to listen effectively to music.

KEY WORDS:

slow	walk	decide	feelings:
fast	run	use	sleepy
quick	march	return	happy
in time	skip	save	sad
soft	gallop	use up	sorry
loud	slide	gone	glad
jump	swing	no more	bad
hop	tiptoe		good
			light
			heavy

MONTH: March
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

My community.
Community helpers.
Buying and selling of goods and services.

UNDERSTANDINGS:

A town is made up of several houses, some stores, and other business places close together.
In a town many families have some common interests and depend on each other.
Tuscumbia is a town in the state of Alabama.
Huntsville and Birmingham are cities. A town is smaller than a city.
The community provides many services and places of interest.
Community helpers are people of the community who provide the services upon which we are dependent.
Each person has responsibilities in the community.
All families are consumers.
All people who work to earn money are producers. (goods or services)

SKILLS TO BE DEVELOPED:

Understand the community and the inter-dependence of people in it.
Knowledge of who community helpers are and how they help us.
Appreciation of the skills and work of community helpers. (Show courtesy and respect to all workers.)
Awareness of the difference between farm communities and cities or towns.
Awareness of everyone's responsibility in the community.
Ability to point to the U. S., Alabama, and Tuscumbia on a map and globe.
Interest in the community and an awareness of interesting and important places.

KEY WORDS:

farm	policewoman	librarian	library	court house
community	fireman	mayor	grocery store	hospital
town	milkman	commissioner	shopping center	producers
city	driver	teacher	railroad	services
state	delivery man	veternarian	airport	goods
country	garbage	mechanic	radio station	customer
river	collector	farmer	Northside School	buy
lake	dairyman	carpenter	Southside School	sell
dock	grocer	business	Deshler High School	service
map	doctor	salesman	R. E. Thompson "	scarce
globe	dentist	consumers	post office	cost
mailman	nurse	consume	fire station	earn
postman	lawyer	produce	utilities building	depend
policeman	preacher	park	jail	advertise

MONTH: March
AREA: Science

SUGGESTED WEEKLY PLANS:

Season change.
- Wind
- Birds
- New growth

Sounds

UNDERSTANDINGS:

Spring is one of the four seasons.
Changes of temperature occur in spring.
Budding of trees and beginning of plant growth take place in spring.
Spring is the planting season for seeds and bulbs.
Many flowers bloom in spring.
Many birds return to our area in spring.
Wind is moving air.
Wind and heat hasten evaporation.
Wind performs many services for us -- turns windmills, flies kites, sails ships, etc.
Sometimes wind is destructive.
Air has weight; is colorless and odorless, is all around us, is necessary for life.
Sounds are caused by something moving back and forth rapidly. (Vibration)
Vibration causes waves in the air which produce sound.
Sounds have different meanings; warn of danger, give pleasure, tell of a need (hunger, help), describe the weather.
We become aware of our environment through our senses.

SKILLS TO BE DEVELOPED:

Awareness of our environment.
Curiosity about the wonders of nature.
Understanding and appreciation of the senses.
Ability to distinguish the sounds around us.
Recognition of sounds in nature.
Sound concepts -- loud or quiet, pleasant or unpleasant, indoor or outdoor, city or country, etc.

KEY WORDS:

moisture	pleasant	cuttings	bend	crocus
evaporation	unpleasant	bulbs	sail	tulips
vibration	weather vane	seeds	flutter	pussy willow
sound waves	tornado	flower	sweep	cukoo
noisy	hurricane	stem	fly	robin
wonder	windmill	leaf	glide	blue jay
gust	kite	bud	hail	cardinal
breeze	sailboat	nod	dandelion	woodpecker
blow	breeze	sway	daffodil	crow
				nest

MONTH: March
AREA: Mathematics

SUGGESTED WEEKLY PLANS:

Number - numeral.
Sets and subsets.
Money value -- Penny, nickel, dime.

UNDERSTANDINGS:

For every set there is a number.
For every number there is a numeral.
There are many ways of expressing number.
(Ex: 3; 2 and 1; 1 and 1 and 1; 1 and 2; 3 and 0.)
Two or more subsets can go together to make one larger set.
One large set may be divided into several smaller sets.
Money is a medium of exchange and has a value.

SKILLS TO BE DEVELOPED:

Recognition of a cardinal number with a set.
Association of the correct numeral with the number of a set.
Ability to show that sets may be joined together to make larger sets.
Ability to show that sets may be divided to make smaller sets.
Knowledge of many names for numbers 0 - 9.
Ability to use small coins in play situations.

KEY WORDS:

set	add	penny
subset	separate	nickel
empty set	divide	dime
joining set	cardinal	cents
separating set	number	pair
join	numeral	dozen

Review all concepts introduced earlier pertaining to nouns, size and quantity, location, distance, relations and quantifiers.

MONTH: March
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Introduce rhythm band.
Act out familiar stories.
Construction.

UNDERSTANDINGS:

Individual instruments are played differently and produce different sounds.
Music is made by putting several sounds together.
Words that sound alike rhyme.
A story can be told by actions as well as voices.
Discards and waste materials can become useful and gain a semblance of beauty and order.
Creative needs can find expression in many forms.

SKILLS TO BE DEVELOPED:

Play several rhythm instruments correctly and in time.
Improve coordination and listening ability.
Role-play in front of a group.
Express thoughts and feelings through language, art media, music and role playing.
Hear and match words that rhyme.
Greater awareness and sensitivity to environment.
Active use of all the senses.

KEY WORDS:

band
instruments
bells:
  tambourine
  triangle (striker)
  wrist bells
  cymbals
drums:
  maracas
  tone block (mallet)
  hand drum
  floor drum
  bongo drum
  sticks
  sand blocks
strings:
  harp
  autoharp
  guitar
piano
play
actor
actress
performance
conservation
wire
wood
feather
button
string
yarn
rope
toothpick
cork
bead
pipe cleaner
box
branch
cardboard
aluminum foil
straw
sand
dirt
clay
hammer
nail
screwdriver
screw
bolt
nut
saw
clamp
design
construct
newspaper
mold
chisel
model

MONTH: April
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

The farm community.
Kinds of farms.
Farm animals and birds.

UNDERSTANDINGS:

The farmer needs animals because of the service they give.
The farmer must care for his animals.
Some animals give us material for clothing and some give us food.
Some farm animals give us pleasure.

SKILLS TO BE DEVELOPED:

Recognition of some common farm animals, barnyard birds and farm products.
An understanding of the farmer's responsibilities and duties.
Some understanding of how towns and cities get food and raw materials.

KEY WORDS:

garden
truck farm
barnyard
ranch
(cattle, sheep)
dairy
kitten
pup
calf, cow
colt, horse
chick, chicken
duckling, duck
poult, turkey
piglet, pig
lamb, sheep
gosling, goose
produce
grain
cereal
vegetables
fruits
meats
dairy products
wool
yarn
leather
beef
feathers
barn
silo
fence
range
garden
field
plow

MONTH: April
AREA: Science

SUGGESTED WEEKLY PLANS:

Rain
Sun
Color

UNDERSTANDINGS:

Rain is moisture falling from the clouds.
Rain has many purposes:
  It waters the earth's vegetation.
  It washes plants, buildings, paving.
  It provides water for drinking and bathing.
Too much rain can be destructive.
Clouds are ever changing in color and form.
Clouds sometimes hide the sun.
Lightning is great electric sparks in the air.
Thunder is the noise that accompanies the electric spark in lightning.
Hail is formed as raindrops pass through cold air.
Hail can cause damage to gardens, farm crops, roofs and windows.
A rainbow appears when the sun shines while there is much moisture in the air.
The earth is one of many planets in our solar system.
The sun looks small because it is far away, but is much bigger than the earth.
The sun is hot and gives us light.
The sun shines all the time.
Sunlight is necessary to maintain plant and animal life.
The earth's turning causes night and day.
Shadows are short when the sun is high, and long when the sun is low.

SKILLS TO BE DEVELOPED:

Recognition of some of the patterns evident in nature.
Appreciation of natural science and how man is provided for.
Curiosity toward the world and man's place in it.
Attitude of conservation toward natural resources.

KEY WORDS:

natural	wash	shadow	thunder	splash
globe	beat	light	roar	flood
solar system	damage	spectrum	raindrop	erosion
evaporation	destroy	reflection	puddle	resources
moisture	hail	sunny	pitter	vegetation
clouds	rainbow	lightning	patter	conserve

MONTH: April
AREA: Mathematics

SUGGESTED WEEKLY PLANS:

Ordinal.
Cardinal.
Recognition of larger sets.
Measurement (linear, liquid, weight)

UNDERSTANDINGS:

Ordinal numbers give order: Which one?
Cardinal numbers give quantity: How many?
If the basic sets are not easily recognized, the number can be found by counting.
Large sets contain a variety of smaller sets.
Two or more subsets may be put together to make a larger set.
Larger sets can be recognized by joining two or more basic sets.
There are many names for a given number.

SKILLS TO BE DEVELOPED:

Recognition of basic sets through 5 without counting.
Recognition of some larger sets by joining subsets.
Ability to join subsets into larger sets.
Ability to divide larger sets into subsets.
Ability to use ordinal and cardinal numbers correctly through 10.
Ability to compare sets -- equivalent, non-equivalent, larger smaller.

KEY WORDS:

more
less
larger
smaller
big
little
join
divide
subset
separate

most
fewest
any
many
several
enough
farthest
closest
arrange
arrangement

right
middle
left
top
center
bottom
in all
together
the same as
different from

linear
liquid
weight
pint
quart
gallon
tablespoon
cup
inch
foot
yard

MONTH: April
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Light and color.
Musical instruments.

UNDERSTANDINGS:

Sunlight is a mixture of all the colors.
When sunlight is scattered, we can see different colors in the sky. (sunset)
When sunlight shines through raindrops, the light breaks up and scatters into many colors. (rainbow)
A prism also bends light and scatters it into many colors. (rainbow)
The silver paint on a mirror makes light bounce back.
Instruments are used to make music.
There are four groups or families of instruments.

SKILLS TO BE DEVELOPED:

Awareness of light and color around us.
Some understanding of how color is made.
Awareness of the sounds of different instruments and how music is made.
Classification of different instruments.

KEY WORDS:

rainbow:
- red - orange
- yellow
- green
- blue
- violet

reflect
scatter
kaleidoscope
mirror
magnifying glass
eye glasses

percussion
woodwind
brass
string (keyboard)
piano
autoharp

MONTH: May
AREA: Social Studies

SUGGESTED WEEKLY PLANS:

How I Grow.

Living things grow and change.

UNDERSTANDINGS:

All living things need home, food, air, rest, exercise, water, and sunlight.
All living things can reproduce their own kind.
All living things go through different stages of growth.
Some living things need care and protection.

SKILLS TO BE DEVELOPED:

An awareness of self and the place one has in the world.
Responsibility for good health habits.
Responsibility for actions and care of self.
Responsibility for the care of dependent people, animals, and plants.

KEY WORDS:

baby
child
adolescent
teen-ager
adult
man
woman
parent
mother
father
sister
brother
family
male
female
responsible
cleanliness
health
protection
reproduce
need

MONTH: May
AREA: Science

SUGGESTED WEEKLY PLANS:

Plants -- flowers, trees, fruits, and vegetables.
Animals -- pet, farm, wild; zoo, circus.

UNDERSTANDINGS:

There are many kinds of plants.
Most plants grow from seeds, and there are many kinds of seeds.
Seeds are scattered in many different ways.
Basic needs of all plants are sunshine, water, air, and a medium in which to grow.
There are many kinds of animals.
Some animals are useful to man.
Animals live in many different places and in different kinds of homes.
Animals protect themselves in many ways.
Animals like different kinds of food.
Animals have different coverings which serve as protection.
Many animals need care and protection.
Animals need home, food, air, exercise, water.

SKILLS TO BE DEVELOPED:

Be familiar with several animals and plants.
Knowledge of what plants and animals need to grow.
Appreciation for foods and materials obtained from plants and animals.
Interrelationship of plants and animals.

KEY WORDS:

tomatoes	cherry	lily	cat	beak
corn	strawberry	pansy	bird	coat
cabbage	blueberry	petunia	squirrel	fur
celery	pine	seeds	cow	coverings
beans	oak	grass	pig	run
shelled beans	magnolia	nuts	horse	swim
peas	dogwood	garden	bear	fly
potatoes	maple	soil	elephant	crawl
radish	pecan	vine	hide	fight
onion	hickory	bush	feathers	attack
turnip	peach	root	scales	care
orange	sweet gum	stem	shells	protect
apple	willow	leaf	claws	desert
banana	marigold	terrarium	pouches	insect
grapes	dandelion	germinate	horns	produce
lemon	jonquil	sprout	teeth	clothing
lime	tulip	useful	tail	cotton
pear	rose	tame	hoof	shelter
grapefruit	daisy	dog	fangs	

MONTH: May
AREA: Mathematics

SUGGESTED WEEKLY PLANS:

Geometry
    Point and line.
    Three dimensional forms.
    Plane figures.
Use of number line.

UNDERSTANDINGS:

Geometric shapes are represented by the simple closed curves.
A shape has an interior and an exterior.
A point is a fixed location in space.
A dot represents a point
A line is a path between two points.
When many points are put together on a plane, curved and straight lines are formed.
Three dimensional forms and plane figures can be explained in terms of geometric figures.

SKILLS TO BE DEVELOPED:

Ability to solve problems at individual level of development.
Recognize geometric shapes in own environment.
Use correct terminology in explaining and describing geometric figures.
Explain what has happened and why.

KEY WORDS:

inside	frame	likenesses	triangle
outside	longest	differences	hexagon
region	shortest	plane	semi-circle
outline	longer	solid	spheres
interior	shorter	vertex	cylinders
exterior	curved	vertices	cubes
point	straight	circle	cones
line	alike	oval	oblong solid
connect	different	square	disk
		rectangle	wedge

MONTH: May
AREA: The Arts

SUGGESTED WEEKLY PLANS:

Mixing colors
Professions in The Arts

UNDERSTANDINGS:

There are 3 primary colors (red, yellow, blue) for mixing other colors.
All other colors can be mixed from these colors.
Adding water makes colors lighter. (wash)
Adding white makes colors pastel.
Adding more paint pigment makes colors darker.
Colors have names which can be recognized when they appear in the form of a word.
Colors appear brighter when in greater contrast.
"Hot" colors are reds and yellows.
"Cool" colors are greens and blues.
Wax repels water.
My work is an expression of what I think and feel.
Many people make money in exchange for performing an art.

SKILLS TO BE DEVELOPED:

Awareness of color in natural and physical world.
Ability to express feelings and moods in color.
Experimentation with color. (How colors change, become more intense, duller, etc.)
Ability to choose from a variety of media: crayons, chalk, paint, collage, clay, etc.
Acceptance of others' work.
Mix any color from red, yellow, blue.
Discriminate between light and dark, thick and thin, warm and cool colors.
Recognize the shapes and patterns in environment.
Pride in own abilities and work.

KEY WORDS:

bright	rhyme	resist	performer	ballerina
dull	alike	repel	actor	dancer
hot	different	shape	actress	magician
cool	similar	pattern	painter	pianist
contrast	pastel	outline	artist	musician
mix	"wash"	charcoal	acrobat	sculptor
light	weak	chalk		violinist
dark	strong			

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APPENDIX IV

EVALUATION RECORD

Child's Name _____ Date of Birth _____

Address _____ Phone _____

Parent's Name _____

PERTINENT BACKGROUND INFORMATION

Any unusual circumstances, disease, handicaps; family members.

HOME ENVIRONMENT

Significant changes or experiences; attitudes and relationships; impressions on home visits.

Teacher evaluating: _____

Date _____

PHYSICAL DEVELOPMENT

Child's Name _____

General health; sense of responsibility for routines -- washing, toileting, dressing, resting and in assuming health habits; awareness of body; awareness and use of senses -- audio, visual and kinesthetic; development of large and small muscle coordination -- hand and foot dominance.

Fall

_____ Teacher evaluating: _____

Winter

_____ Teacher evaluating: _____

PHYSICAL DEVELOPMENT

Page 2

Child's Name _____

Spring

Teacher evaluating:

Summary

Teacher evaluating:

EMOTIONAL BEHAVIOR

Child's Name _____

Has child developed a sense of trust -- autonomy -- initiative? Adaptability to new situations; attitudes toward self; confidence and feelings of self-worth; usual mood; able to accept limitations; understanding of acceptable or unacceptable behavior; signs of tension (attacking, whinning, crying, tantrums, withdrawal, thumb-sucking), behavior precipitation, emotional outbursts; response to success and failure situations.

Fall

Teacher evaluating: _____

Winter

Teacher evaluating: _____

EMOTIONAL BEHAVIOR

Page 2

Child's Name _____

Spring

Teacher evaluating: _____

Summary

Teacher evaluating: _____

SOCIAL DEVELOPMENT

Child's Name _____

Awareness of self; awareness of self in relation to home, school, community. Response to other children, teachers, strangers, authority figures and to family members. Enjoys working alone, with small and large groups. Able to take various roles -- contributing members of group, leader, etc. Uses language as a means for social experiences. Awareness of socially accepted customs and values (manners, eating habits, routine situations, care of property). Familiarity with traditional cultural symbols (flag, holidays, etc.) Awareness of differences in cultural patterns.

Fall

_____ Teacher evaluating: _____

Winter

_____ Teacher evaluating: _____

SOCIAL DEVELOPMENT

Page 2

Child's Name _____

Spring

Teacher evaluating: _____

Summary

Teacher evaluating: _____

COGNITIVE DEVELOPMENT

Child's Name _____

Understanding of relationships between people and natural phenomena. Awareness of everyday world and its functionings. Quantitative and special understandings. Ability to make comparisons. Ability to reason and use problem-solving techniques. Ability to make decisions, initiate own task and follow through to completion. Attention span; memory; imagination; curiosity. Identification with and motivation toward academic success.

Fall

Teacher evaluating: _____

Winter

Teacher evaluating: _____

COGNITIVE DEVELOPMENT

Page 2

Child's Name _____

Spring

Teacher evaluating:

Summary

Teacher evaluating:

LANGUAGE AND COMMUNICATION SKILLS

Child's Name _____

Responds to and interprets auditory and visual cues from everyday world. Awareness of and ability to make interpretations from facial and bodily expressions. Uses language for enjoyment, conversation; enjoys listening experiences. Extent of vocabulary; articulatory habits; sentence structure. Control of pitch and ability to adapt to various situations.

Fall

Teacher evaluating: _____

Winter

Teacher evaluating: _____

Child's Name _____

Spring

_____ Teacher evaluating: _____

Summary

_____ Teacher evaluating: _____

IMMEDIATE GOALS AND RECOMMENDATIONS FOR FUTURE

Child's Name _____

Fall

Teacher evaluating:

Winter

Teacher evaluating:

IMMEDIATE GOALS AND RECOMMENDATIONS FOR FUTURE

Child's Name _____

Spring

Teacher evaluating: _____

Summary

Teacher evaluating: _____

APPENDIX V

FACULTY SCHEDULE FOR AFTERNOON EVALUATION AND PLANNING

Monday 1:00-2:30 P.M.	Individual planning sessions between teacher and assistant	Classroom
Tuesday 1:00-2:30 P.M.	Teacher: Evaluation or home visits Assistant: Room duties & preparation	Resource Center Classroom
Wednesday 1:00-2:30 P.M.	Teacher: Evaluation Assistant: In-service	Resource Center Parent Room & Gym
Thursday 1:00-2:30 P.M.	Individual or group teacher planning Assistant: Room duties & preparation	Resource Center Classroom
Friday 1:00-2:30 P.M.	Teacher: Evaluation Assistant: Room duties & preparation	Resource Center Classroom

ADMINISTRATION STAFF

Thursday 10:30 A.M.	Individual child evaluation	Director's Office
First Wednesday Each Month 1:15 P.M.	Staff and faculty meeting	Resource Center

APPENDIX VI

THE ASSISTANT TEACHER

A. Help the teacher:

1. Participate actively in staff meeting.
2. Prepare materials to be used for a certain activity or for the next day.
3. Check out materials from the library.
4. Help children to follow directions.
5. Sit among children during story time.
6. Assume responsibility for discipline with the understanding that the teacher will cooperate and give her full support.

B. Give guidance:

1. Games.
2. Puzzles and toys.
3. Directions.
4. Give special guidance to timid or problem children.
5. Help each child build his self-confidence.
6. Under guidance of the teacher, establish a significant relationship with one or more of the children. Be ready to listen to an individual child or talk when a child wants to listen.

C. Teach good habits:

1. Toilet routine.
2. Cleanliness.
3. Personal appearance.
4. Manners.
5. Safety.

D. Help enlarge children's vocabulary:

1. Talk in clear, expressive voice.

2. Use complete sentences.

3. Introduce new words.

E. Promote neatness:

1. See that children's belongings are hung up.

2. See that each child puts back what he or she has used.

F. Assist in team teaching:

1. Children are divided according to interest and/or abilities.

2. The assistant teacher is responsible for:

a. Preparation -- works with teacher in planning and selecting materials.

b. Presentation.

c. Progress of children.

d. Recording progress of children.

3. Areas of learning:

a. Language, arts.

Lottos, alphabet, phonics, vocabulary, word concepts, stories, "Bereiter", listening skills, visual skills, etc.

b. Math.

Math vocabulary and concepts, shapes and solids, numbers and numerals, sets, counting, dominoes, "Bereiter".

c. Dramatic play.

Auditorium, outside, etc.

d. Creative activities.

Handwork in room and workshop.

G. The assistant teacher must be sensitive to the needs of the teacher and the children and respond without being asked. She should give general support to the teacher to enrich the child's life socially, mentally, culturally and psychologically.

APPENDIX VII

PERSONAL CODE OF ETHICS

FOR THE BETTERMENT OF CHILD, PARENT AND EACH OTHER

1. I will be just and courteous to everyone.

2. I will deal justly and impartially with the children and their families regardless of the situation.

3. I will try every day to do the best I can for <u>each</u> child.

4. I will be careful to respect the basic responsibility of the parent for the child. I will deal with all family members and never, under any circumstances, adopt a superior attitude.

5. I will help create and increase the child's confidence in his own home.

6. I will provide information to the parents on the progress of their child -- good as well as bad.

7. I will hold confidential the knowledge I have of the child and his home.

8. I will teach reverence for God and respect for our country, thereby strengthening the spiritual and moral life of the child.

9. I will be ever conscious that my behavior is setting an example for the child.

10. I will respect the professional standing of my colleagues and the goals of the program.

11. I will discuss with the Director any differences which may occur in my relationship with fellow teachers.

12. I will refrain from outside gossip about the program or teachers, realizing that malicious criticism of either destroys my professional standing.

13. I will evaluate myself frequently, both personally and professionally.

14. I will increase my professional abilities.